

# Rhyme and Rhyme Scheme

## STUDENT OBJECTIVES

- Recognize rhyme
- Identify rhyme schemes

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 158
- **Practice Worksheets**, Levels A and B, pp. 160–161
- **Reteaching Worksheet**, p. 162

## Teach

1. **Rhyme and Rhyme Scheme:** Distribute the **Lesson Summary**. Preview the **Academic Vocabulary**. Tell students that the most common definition of **rhyme** is “two words that sound alike.” Then explain that **rhyme** occurs when stressed vowel sounds and the consonants that come after them sound the same in two or more words. (If necessary, remind them that the stressed sounds are those sounds in the word that are said with more emphasis.)
2. **Teaching Rhyme:** Write on the board a list of common words, such as the following boldfaced words.
  - Encourage students to suggest words that rhyme.
  - Point out that rhyming sounds are not always spelled alike.
  - Point out that rhyming words do not always have the same number of syllables.

**crazed** (*dazed, praised*)

**rough** (*gruff, stuff, enough*)

**motion** (*ocean, lotion*)

**slept** (*stepped, accept*)

**confuse** (*defuse, amuse, blues*)

**exhaling** (*tailing, blackmailing*)

**fairly** (*barely, squarely*)

**rosy** (*cozy, nosy*)

Use the **Lesson Summary** to review rhyme and rhyme scheme. Tell students that rhymes tend to add music to a poem. Frequently, the rhyming words in a poem also link certain ideas to develop a theme. Finally, explain that a rhyme scheme tends to give structure to a poem.

3. **Teaching Rhyme Scheme:** Tell students that certain types of poems, or forms, always have a certain rhyme scheme, or pattern of rhyming words at ends of lines. As an example, write the following limerick on the board:

There was a young farmer of **Leeds**, (a)  
 Who swallowed six packets of **seeds**. (a)  
 It soon came to **pass** (b)  
 He was covered with **grass**, (b)  
 And he couldn't sit down for the **weeds**. (a)

## RHYME AND RHYME SCHEME, CONTINUED

- Ask students to identify the end-of-line rhymes. (*Leeds, seeds, weeds; pass, grass*)
- Elicit the rhyme scheme. (*aabba*) Write the letters representing each rhyme.
- Point out that all limericks are five-line poems and have an *aabba* rhyme scheme.

**4. Guided Practice:** Have a volunteer read aloud the poem “Rain in Summer” in the **Lesson Summary**. Read and discuss the marginal notes to the right of the poem.

- Ask volunteers to describe the rhyme scheme for each stanza, as marked. (*abbaa, ccdd, aeffer*)
- Ask: In the last stanza, why does the rhyme scheme include a rhyme labeled with the letter *a*? (*Some ending words in stanza 3 rhyme with the first rhyme in stanza 1.*)
- Ask: What is one effect of the rhymes and rhyme scheme in this poem? (*Sample: The return of the a rhyme in the last stanza emphasizes how ever-present the rain is. Some of the rhymes echo sound or motion of rain.*)

**QUICK CHECK.** Write the following nursery rhyme on the board. Then, ask:

- What line or lines of the poem has or have no rhyme with another? (*the first and last*)
- What examples of end-of-line rhymes do you see in the poem? (*wife, knife, life*)
- What is the rhyme scheme? (*abbbca*)

Three blind mice, see how they run!  
They all ran after the farmer’s wife;  
She cut off their tails with a carving knife.  
Did you ever see such a sight in your life,  
As three blind mice?

### Practice and Apply

Practice activities for rhyme and rhyme scheme appear on pp. 160–161.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Answer Key: Practice Worksheet A**

**1.** *c*   **2.** *b*   **3.** *a*   **4.** *d*

**Answer Key: Practice Worksheet B**

**1.** *ababcb*   **2.** *abcb aded*   **3.** *abcb aded*   **4.** *abcd abcd*

## Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly identify the rhyme schemes all poems.
- **Practice Worksheet B:** Students should correctly identify at least three of the four rhyme schemes.

For students who need reteaching, review the **Student Lesson Summary**, using the limerick from **Practice Worksheet A**. Then, students can brainstorm some Mother Goose rhymes or simple song lyrics, to mark for rhyme schemes. Model the process of identifying rhyme scheme on each of their examples. Then have students complete the **Reteaching Worksheet**, p. 162.

### Answer key: Reteaching Worksheet

1. *Sample: hummer, bummer, dumber*
2. *Sample: coarse, force, source*
3. *Sample: tack, lack, knack*
4. *Sample: pickle, nickel*
5. *Sample: wills, pills, kills*
6. *Fife, wife, folk, surprise, eyes, spoke; aabccb*